DOCUMENT RESUME

ED 055 626 LI 003 181

TITLE Toward an Assessment of Academic Library Organization Effectiveness; Working Paper No. 4.
INSTITUTION Wayne State Univ., Detroit, Mich. Univ. Libraries.
PUB DATE 71
NOTE 37p.; (6 References)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Cost Effectiveness; Librarians; *Library Planning; Library Services; Library Surveys; Management; Objectives; *Organization; Questionnaires; *Staff Utilization; *University Libraries
IDENTIFIERS Wayne State University

ABSTRACT

Although library planners, managers, and administrators are beginning to investigate how to assess library organizations, most of these studies are based on an efficiency aspect of only one part of a library operation and even these are obfuscated by those promulgating the efficiency of computers in supplying library services and carrying out library operations. A study of how the Wayne State University (WSU) library staff expend their energies in keeping their organization going is reported in this working paper. The paper is presented in four parts: (1) a review of the general concepts of the methodologies for studying organizational effectiveness; (2) an outline plan for study that might be used at WSU; (3) a description of the first step in data gathering; and (4) a data gathering instrument that all library staff must complete. (Related papers are available as LI 003178, 003179, and 003180). (Author/NH)

ED055626

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WAYNE STATE UNIVERSITY
University Libraries

Working Paper No. 4

Toward an Assessment of Academic Library Organization Effectiveness

As pointed out in previous working papers our society has become more or less completely dependent upon organizations of various types for the satisfaction of our varied needs. The time has passed when an individual could retreat to new land and exploit it to become self-sufficient. Our increasing use of technology has made even the most independent of professionals and artisans dependent upon organizations to support their livelihood. There is every indication that man's dependence on organization will be crescive. Any other alternative to organizational growth would appear to lead to a necessary decrease in our standard of living and a major change in cultural values. This appreciation of the vital role played by organizations in our lives has caused social scientists to direct their energies to studying how (and if) an organization is effective. Even though a popular object of study and research

> The recent spurt of writings and research pertaining to organizational effectiveness has not as yet resulted in the formulation of a universally acceptable scheme as methodology for the assessment of effectiveness of organizations. In fact, the concept of organizational effectiveness is surrounded by a great deal of controversy and debate. Organization theorists have advocated a perplexing variety of conceptual schemes, analytical points of departure, and models for approaching the study of effectiveness.... The presence of controversy surrounding the concept of organizational effectiveness presents numerous problems for practitioners as well as scholars involved in assessing the performance of formal organizations. Due to lack of a firm analytical base and unavailability of universally accepted criteria of organizational effectiveness, many studies have gotten bogged down or have arrived at meaningless and... dubious findings.[1]

[1] Ghorpade, J. Assessment of organizational effectiveness; issues, analysis and readings. Goodyear Publishing, 1971, p.1-2.

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Even though there may be controversy among social scientists over the best methodology for examining organizations this does not lessen the responsibility for those of us working within an organization to try to utilize what we can of their scholarly efforts.

> There is no lack of criteria of organizational success. The literature is studded with references to efficiency, productivity, absence, turnover, and profitability--all of these offered implicitly or explicitly, separately or in combinations, as definitions of organizational effectiveness.[2]

Library literature is not studded with papers on cost accounting methods, performance standards, and efficiency measures, but library planners, managers, and administrators have begun to investigate how to assess library organizations. Unfortunately, most library studies are based on an efficiency aspect of only one part of a library operation. What work has been done even in these areas has been obfuscated by those promulgating the efficiency of computers in supplying library services and carrying out library operations. All of this is further complicated by the insistence of most library organizations of their uniqueness--studies done in one library organization are not acceptable in others. But this writer accepts Bennis' view that "rational problem-solving is the only prophylaxis presently known to rid organizations of perseverating intergroup conflict"[3]. Ignorance can be a temptress--it is easier not to know and blame our inadequacies and inabilities on an abstract "they" who controls our lives according to their uninformed desires. The only way we can prevent ourselves from having to respond to an ignorant and insensitive "they" is to have the knowledge available to teach them. We, at WSU, have the abilities to begin to study in as rational a way as any other library system, and we have an environment as broad and as rich to exploit to join our knowledge as do all but a few library organizations in the nation.

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[2]Katz, D. and Kahn, R. L. The social psychology of organizations. John Wiley, 1966, p.149.

[3]Bennis, W. G. Changing organizations. McGraw Hill, 1966.

This working paper is divided into four parts:

1. A review of the general concepts of the methodologies for studying organizational effectiveness.

2. An outline plan for study that might be used at W.S.U.

3. A description of the first step in data gathering, and

4. A data gathering instrument that all library staff must complete.

The Concept of Organizational Effectiveness.

This review of the work of social scientists on effectiveness measures is not to be authoritative or critical. Besides the writer's lack of knowledge, there is also the fact that the experts are not in agreement over methodologies or even principles. What is provided here are gleanings from several review articles written primarily by organizational theorists.[4] It is to serve as a perspective from which to understand the use of the instrument described below. However, a perspective depends upon a perceiver to develop and can be no better than the perceiver.

An organization cannot be separated from its goals and it is a natural tendency to judge an organization by its ability to attain its goals. But such measurements are filled with methodologic traps. First, goals as norms, or as sets of meanings, for organizations to attain are imbedded in our cultural values. Organizations, on the other hand, are tangibly recognized through their coordinated activity and our social systems. Goals as cultural entities arise outside of the organization as a social system and cannot be as an inherent property of the organization itself. Speaking more practically, a goal derived from our cultural values requires an investment of means to attain; a goal worth working toward always requires more means than there are means available. As a result, organizations as social systems are always less perfect than the cultural expectations of them. To judge an organization in relationship to the success it has in reaching its goals which it can never attain is operationally an unsatisfactory measure.

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[4]Etzioni, A. Two approaches to organizational analysis: a critique and a suggestion. Administrative Science Quarterly, 5:257-78, Sept.1966.

Katz and Kahn, op. cit.

Bennis, op. cit.

Georgopoulos, B.S. and Tannenbaum, A.S. A study of organizational effectiveness, American Sociological Review, 22:534-40, Oct. 1957.

Another discrepancy in using goals as the criterion to measure the effectiveness of a social unit is that an organization not only must expend energy to attain goals, but it must also expend some of its energy in surviving.

> It is assumed a priori that some means have to be devoted to such non-goal functions as service and custodial activities, including means employed for the maintenance of the unit itself [e.g., recruitment and training of staff, purchase and repair of equipment]. ...Such activities are functional and increase the organizational effectiveness. It follows that a social unit that devotes all its efforts to fulfilling one functional requirement, even if it is that of performing goal activities, will undermine the fulfillmeant of this very functional requirement, because recruitment of means, maintenance of tools, and the social integration of the unit will be neglected.[5]

If we admit that an organization cannot match the goals it espouses from cultural values, we have to admit that many factors go into making up an organization including its goals. Some of these goals are self-generated simply because of the need for survival. Theorists would perhaps like to generate some general criteria that would fit all organizations; we have to admit further that organizations have more than one goal. The interaction of these goals will produce a different value framework in different organizations. This brings us back to the argument that every organization is unique. Uniqueness is incomparable and hence we are reduced once more to measuring effectiveness in terms of culturally acquired goals. Theorists have tried therefore to group or classify organizations according to some classification scheme. One of the simpler such schemes in which it is easy to locate academic libraries is that proposed by Bennis and outlined in Table 1.[6]

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[5]Etzioni, op. cit.

[6]Bennis, W. G. Leadership theory and administrative behavior: the problem of authority. Administrative Science Quarterly, 4:297, Dec. 1959

Table 1. Typology of organization.

Type of organization	Major function	Examples	Effectiveness criterion*
Habit	Replicating standard and uniform products	Highly mechanized factories, etc.	No. of products
Problem-solving	Creating new ideas	Research organizations; design and engineering divisions; consulting organizations, etc.	No. of ideas
Indoctrination	Changing peoples' habits, attitudes, intellect, behavior (physical and mental)	Universities, prisons, hospitals, etc.	No. of "clients" leaving
Service	Distributing services either directly to consumer or to above types	Military, government, advertising, taxi companies, etc.	Extent of services performed

*These effectiveness criteria are oversimplified. Obviously, organizations set up multiple criteria and have to coordinate them. The criteria specified here were selected for their accessibility to quantitative terms and their formal significance.

Using Bennis' "typology" can prevent us from confusing means and ends. Certainly libraries engage in making products, however, these products are often not ends in themselves, but necessary to perform a service. Engaging in cost accounting studies can assist us in judging the efficiency in producing the product, but that is not a measure of effectiveness of the library organization as a service organization. To emphasize, methods that have been devised for studying organizations, both traditional (as profits) and new (organizational strain) can be applied in part to any organization if one is aware that the studies using these methods are comparable only if the value framework of organizations is appreciated in terms of its type, function and "product".

Another approach that has been used by theorists to study organization is varying application of systems analysis theory. Using this kind of method it is assumed the social unit is capable of attaining its goals and the effectiveness is measured by examining organizational allocation of resources and determining what the optimum distribution of these resources might be. The key word here is optimum. Every organization has resources, personnel, physical facilities, a technology and some "liquid" resource such as money that can be exchanged for other resources. If it were to maximize its resources it might risk its own survival, that is to say, every organization works within an environment. Overexploitation of the environment can produce damage to the organization that it loses sight of its goals. For example, the WSU library system could employ "cheap" student assistant help to the point where it does not have the liquid resources to employ professional staff. The consequences of this kind of situation are not difficult to imagine.

One additional "frame of reference" will be discussed.

> We define organizational effectiveness as the extent to which an organization as a social system, given certain resources and means, fulfills its objectives without incapacitating its means and resources and without placing undue strain upon its members.[7]

This conception assumes three general criteria are operating. First, the organization is producing something which is used by other than its own members. Effectiveness of an organization ultimately is part of cultural continuity. Second, the organization has flexibility, so that it can adjust to internal changes so that it can adapt to externally induced changes. Without this flexibility an organization could not survive. Finally, the organization has an absence of intra-organizational conflict between subgroups. Within any organization there has to be a certain amount of tension and competitiveness or else adaptation to changes could not take place. However, if the tension results in conflict of function and purpose among subgroups there is no hope of accomplishing common goals nor of developing dependable service.

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[7]Georgopoulos and Tannenbaum, op. cit.

This discussion has been confined to general concepts, perspectives, or frames of reference of organizational theorists. How do they gain the data and information from which to develop their concepts? Interestingly, there are only three general techniques for data gathering: (i) the interview or questionnaire, (ii) "objective" descriptions of the social unit, for example, number of people, amount of resource exchange, etc., and (iii) the theorist's intuition. Ingenious interview protocols and questionnaires have been devised, but it is the manipulation of the resultant data in novel ways that has produced the different viewpoints. Rarely is an investigator of organizational effectiveness satisfied that he has asked the right questions, nor is he sure that he has the right data to manipulate. Organizational theorists' insights therefore are useful to practitioners within organizations only to the extent that the latter wish to or are able to relate to the models the theorists project.

A Plan of Study for the WSU Library System

The last statement may be interpreted as having a pessimistic, if not a deprecating, tone. The motive, misplaced though it may be, for making the remark was to gain self-confidence to study ourselves. If we go to organizational theorists we find an eclecticism in approach. A scholar cannot ascribe to eclecticism because this reveals a lack of commitment of purpose. The organizational theorist is apt to describe his investigative approach as multidimensional rather than eclectic. To engage in our study we can perhaps rationalize our position by noting that we are approaching it multidimensionally. We have at our disposal three working papers, none of which has been translated as yet into operational terms.

The first dealt with need for improved communication. We have begun new formal means of sharing information, and problem solving. Whether these means will result in conflict resolution and engender a sense of participation so that we can plan a more effective library system we shall have to evaluate and judge results at some future time.

The second working paper discussed goals and objectives followed by a third which listed possible policies for attaining the yet unagreed-upon goals. Obviously if we are to test the library system against the attainment of goals, they must be defined. Although the formal communication system can be used to resolve goal definition, for the library system this is too heavily weighted with the hierarchical authority structure in which these meetings are held. In an autocratically run organization such a working paper could, by fiat, become the stated goals. Formal meeting would then be merely information meetingswith time spent interpreting the hierarchy's intentions. Certainly there are such library

organizations that function well with a staff of myrmidons, but at WSU such a situation does not prevail. More important, nearly all academic resource libraries are undergoing an identity crisis which needs all possible intellectual input to solve, and WSU's library system is one of them. In addition library organizations must take their goal definition from cultural values more so than some other types of organization. Somewhere we must have an assessment of these cultural values outside our own membership. Our goals, then, need to be studied and contributed to by many individuals. Some kind of forum, whether sponsored by the newly-formed Librarians Assembly, the Library system, or the University as a whole, would appear to be necessary for us to obtain information so that we can create goals on which to base our policies of service.

The third working paper provides a list of possible service policies. The decision on what our service policies should be depends upon, on the one hand, our general objectives and on the other hand, the optimization of our resources. What do we know of our resources? At the time of this writing, we as yet do not know what our liquid resources are to be for the coming year. Although we are able to count volumes and measure space, how to best utilize these resources depends more on the deployment of staff than any other factor. Although we are able to count the staff and assign individuals to administrative units, for planning purposes, we have little knowledge of (i) the potential of staff competence and (ii) the utilization of staff time to provide our present services. If one of the criteria of organization effectiveness is its flexibility in adapting to change, we have no way of testing the Library system without some knowledge about the optimization of the talents of the staff. Further, if changes are to be effected, how can they be brought about without intra-group conflicts?

In summary, as a library organization, WSU's goal determination requires further study and a great deal of information input from Library staff and the community. Similarly, establishing service policies will require us to have a better understanding of our existing resources. What we know least about is how the Library staff expend their energies in keeping our organization going.

Staff contributions to library operations.

How do we find out the way in which the Library staff contribute their knowledge and energy? We can use existing figures, for example, the number of items purchased and the number of people assigned to technical services during the past year, and calculate costs per item purchased either or both in time or money. This kind of calculation was done in the Library's 1967-69 annual report. We know, however, that many individuals besides those assigned to technical services

contribute to selection, purchase, and cataloging of new materials. If our existing data collecting mechanisms do not provide us with information to describe our effectiveness as an organization, what must we do to get the information? As noted above, there are a limited number of techniques used by the social scientists to gather data, the questionnaire being the most used technique. A special kind of questionnaire has been devised to be applied to WSU libraries. The task of preparing a questionnaire always involves many arbitrary decisions based on a vague conception of an anticipated result when the data is collected and analyzed. A rationalization process is involved that is always challengeable; this cannot be avoided; but if a beginning is to be made, we may have to be content with an imperfect instrument.

An organization as a social unit like a library is what its members do. The underlying ground rule for this questionnaire is that information is sought that relates to what the staff does. What is asked, therefore, is a report on what library operation or procedure each staff member spends his time. Since relative time, that is, the percentage of time, is asked for, the questionnaire as it is now organized cannot produce data (if properly filled out) which can be manipulated to develop any kind of performance rating for an individual. Furthermore, the instrument is still so crude that we could not, with any assurance, produce a performance rating for the Library system as a whole. What can be found out is how much staff time is devoted to a particular function. For example, in Part 4, Section XI, what is asked for is the amount of time that is spent in withdrawing materials from the Library's collections; to withdraw a title many individuals are involved from student assistants to department heads. Since no number of items withdrawn are asked for, it is obvious we cannot calculate a performance rating, but when we add up the answers from all staff, we should be able to state within a certain crude percentage of accuracy how much the Library system invests in staff time in weeding its collections. Since no standards, to my knowledge, have ever been established or how much time a university library should spend on weeding, we cannot determine if WSU is spending too much or too little time on this library function. So far I have pointed out what the results of this questionnaire will not reveal, so what will it show? If the data shows that relatively a large amount of staff time is spent searching for lost or missing items (Part I, Section IV), perhaps we should rearrange our work priorities so that staff are deployed from withdrawing materials to reading shelves.

Another example can be used to illustrate how the results of this "survey" might aid us in making decisions. When we find how staff time in all units is spent in delivering documents, we can ask ourselves, "is it possible to rearrange our physical facilities and redeploy staff to reduce the amount of time spent in document delivery while improving, or at least maintaining the present level of service to users?". If we cannot devise a model for improvement through automation or any other means, then obviously we should not disturb our existing work flow.

Two things should be noted: Since each staff member is to record the percentage of time he spends at each of the listed library functions, these will have to be estimates. But what will not be estimated is whether a staff member engages in a function or not. All of us have assigned tasks, but at the same time, particularly those of us who have been working in the Library system for some time, do tasks beyond our regularly assigned duties because of our interest in getting a job done, because of our especial skills and/or because of our background or technical knowledge. For this questionnaire to produce the kind of information we need, we must have a faithful and honest report from each staff member on what he does--he should not answer the questionnaire in terms of what he thinks his supervisor expects him to report. A simpler means of data gathering could be devised if what we wanted is what the supervisors think their staff does--we would have the supervisors fill out the questionnaire.

The following instructions are not as formidable as they appear if each of us remembers:

1) Everyone's work is important--no one should be doing anything that is not contributing to the effectiveness of the Library as an organization;

2) Everyone's work is related to the total operation of the Library--no one in the Library works in isolation and the results of everyone's work is added to or used by someone else.

Because of the imprecision of this instrument we may not get all the information we hope for, but each of us in completing this questionnaire should gain an understanding of his contribution to the Library organization and how important and necessary each of our contributions is.

Instructions for completing questionnaire.

All full-time staff, all technicians, part-time and full-time technicians, must complete the questionnaire. Supervisors of student assistants will complete the questionnaire for the aggregate time of the student assistants under their direction; that is, a supervisor who has the responsibility for assigning eighty hours per week of student assistant time will complete the questionnaire for the full eighty hours as if it were one person. Also, department heads will complete the questionnaire for authorized but unfilled positions.

Each person should respond in terms of his understanding of his work responsibility, not what he thinks his supervisor expects of him. (This, of course, cannot apply to those who are preparing the questionnaire for student assistant time or unfilled positions). What is asked for is an estimate of time stated in a percentage of total time each staff spends in carrying out the activities. Clearly the responses must be estimates because (i) library activities are cyclic in nature; some tasks are done daily, some quarterly, and some only annually; (ii) our job assignments change (a) as new programs develop, (b) as new staff are employed, and, (c) because of illness, vacations, or vacancies. So that there is some semblance of consistent response, the answers should be estimated in relation to what each staff expects to be doing in the Fall quarter.

Since we are interested in learning how the Library staff carries out the Library functions, the questionnaire does not describe any administrative unit. Therefore, each staff member will have to go through the entire questionnaire to be sure he is giving the best estimate of the use of his time. There are six parts (with varying numbers of sections):

Part 1, in ten sections, deals with any activity which involves providing actual documents to users. This includes also any record keeping and maintenance operations related to delivering documents. It does not relate to any activity that might result in providing documents; such activity is covered in Part 2.

Part 2, in nine sections, covers any staff activity which assists users in identifying documents he may wish to use or has already used; this part also includes staff activity which helps users in understanding (e.g., translating, interpreting) the Library or his own documents as well as providing direct answers to user questions so that he does not need to use documents.

The first two parts dealt with activities to assist users with already owned documents. Part 3, in seven sections, covers activities in which the staff engages to procure materials which are needed by users and by the staff to carry out their functions.

Part 4, in eighteen sections attempts to detail in broad categories the work the staff engages in that is necessary to keep control of the documents the Library owns.

Part 5, in three sections, tries to categorize the activity of the staff that is necessary to keep the Library operating from hour to hour. Schedules must be made and instructing or otherwise teaching each other about library operations.

Part 6, in nine sections, might be considered as trying to cover any activity not previously listed. As a result almost everyone will be engaged in some activity in which he can identify himself as participating in the administrative operations of the Library if it is no more than the time he spends in answering this questionnaire.

In trying to categorize the Library operations in terms of what individual staff do results in straining the meanings of words. Further, since this is our first time at trying to identify library functions, those of us who prepared the questionnaire have certainly missed some activities. Space is provided within each part and for each section within each part called Other which is to cover what has been missed.

How to complete the questionnaire.

1. Complete the preliminary information at the head of the questionnaire which identifies you, your unit, and the assigned time you have to engage in public desk duty. This latter is important: you are to answer the questionnaire in terms of the time you spend fulfilling Library functions. You may be doing several things during the time you are at your reference or circulation desk assignment: assignment to specific areas of the Library should not be confused with what you do.

2. You will see following the preliminary information a summary of the Parts and Sections of the questionnaire. Read the summary of a Part, then turn to the full questionnaire and read it so that you can gain some understanding of the scope of the questionnaire. The entire questionnaire must be read before you begin.

3. After reading the entire questionnaire fill in the blanks of the Summary by recording the percentage of time you spend at each activity. (Use a pencil with an eraser, you may have to change your answers several times). Table 2 might aid you in establishing percentages. There are two "hours" columns, one showing the percentage by week and the other by month. For some of you it will be easier to review your activities on a weekly basis, others on a monthly basis. It will make no difference in terms of your answers since you are to record percentages not hours.

Table 2.

Per cent	Hours per week	Hours per month
2-3	1	4
4-5	2	8
6-8	3	12
9-10	3 1/2	14
11-12	4	16
13-15	5	20
16-17	6	24
18-20	7	28
21-22	8	32
23-25	9	36

Note: If you spend less than 2% of your time at a particular activity, record this by a check mark (v). This will mean that if you add up your percentages you may have less than a hundred per cent, however, it should not be less than 90%. If it is less than 90%, then review your answers to be sure that you are reporting accurately. If you are convinced that you are indeed spending more than 10% of your time in activities that take less than an hour a week to perform, prepare a separate description of why you think your responsibilities are so diffused.

4. After completing the summary, transfer the percentages and checks to the circles (column 1) to each of the parts. Now review each section.

    a. For each section you have listed for 2% or more of your time record the percentage of your effort in the column 2 spaces (▭). Again, if you spend less than 2% of your time in theseactivities, then merely indicate with a (v).

    b. If you have a check mark in column 1 then, you merely (v) the units within the section.

Note: This hierarchical arrangement of recording percentages should result theoretically in each column adding up to the total for each section and unit; this may not in fact result because you may spend less than 2% of your time at an activity. However, note that there should be a progression from Column 1 through 4. For example, if in a particular section you spend 10% of your time in one activity which is listed in Column 4. then 10% would be recorded four times from Column 1 through 4; on the other hand 10% of your time may involve you with three or four activities listed.

QUESTIONNAIRE ON WAYNE STATE UNIVERSITY LIBRARY FUNCTIONS

NAME _____

DEPARTMENT OR LIBRARY UNIT _____

HOURS ASSIGNED TO PUBLIC SERVICE DESKS PER WEEK:

CIRCULATION/RESERVE DESKS _____

REFERENCE/INFORMATION DESKS _____

HOURS PER WEEK REPORTED (FOR PART-TIME STAFF ONLY _____

QUESTIONNAIRE COMPLETED BY (NAME) _____

FOR (NAME) _____

FOR HOURS PER WEEK (IF STUDENT ASSISTANTS ONLY) _____

SUMMARY

Function	Percent of Time
Part I. Document Delivery	
I. Circulation	____
II. Return of Circulated Document	____
III. Overdue Operations	____
IV. Inventory Control of Documents	____
V. Storage Retrieval (Pontiac Bldg., vault, others)	____
VI. Interlibrary Loan Lending	____
VII. Interlibrary Loan Borrowing	____
VIII. Document Locating Service	____
IX. Facsimile Copy (if Interlibrary Loan, See VI)	____
X. Other	____
SUB TOTAL	____

Function	Percent of Time
Part 2. Citation Information and Answer Service	
I. Explaining Library Operations	____
II. Citation Services	____
III. Providing Alerting Services on a Regular Basis (but not necessarily on a scheduled basis)	____
IV. Answering and Information Service Or Referring to Possible Sources	____
V. Helping Users with Their Collections (individuals, groups, or other libraries)	____
VI. Producing and Displaying Exhibits	____
VII. Assigning Work Space and Equipment for Users	____
VIII. Adjunct Services	____
IX. Other	____
SUB TOTAL	____
Part 3. Purchase Payment & Distribution of Materials	
I. Monograph	____
II. Serials	____
III. Payment for Bindery Services	____
IV. Gifts and Exchanges-In	____
V. Gifts and Exchanges-Out	____
VI. Supplies and Equipment	____
VII. Other	____
SUB TOTAL	____
Part 4. Bibliographic Control	
I. Preparation of Temporary Cataloging	____
II. Preparation of Catalog Copy with Bibliographic Information Available Including Different Editions and Analytics (LC, NLM, NST)	____
III. Preparation of Catalog Copy without Bibliographic Information Available Including Different Editions and Analytics	____
IV. Adding Volumes and Copies	____
V. Reclassifying (and recataloging	____

Function		Percent of Time
VI.	Reproduction of Catalog Copy	____
VII.	Processing Catalog Copy	____
VIII.	Revising and Matching Cards with Classified Materials	____
IX.	Public Catalog Maintenance	____
X.	Shelf List Maintenance	____
XI.	Withdrawing Materials	____
XII.	Classified Material Preparation (other than binding)	____
XIII.	Central Files	____
XIV.	Bindery Preparation (classified and unclassified material)	____
XV.	Serial Control (other than purchase process)	____
XVI.	Union Catalog Reports (outside of W. S. U.)	____
XVII.	W. S. U. Union Catalog Maintenance	____
XVIII.	Other	____
	SUB TOTAL	____

Part 5. Training and Supervision

I.	Supervising	____
II.	Training	____
III.	Other	____
	SUB TOTAL	____

Part 6. Administration

I.	Budget	____
II.	Program Monitoring and Control	____
III.	Program Development	____
IV.	Personnel	____
V.	Organization and Communication	____
VI.	Building and Collection Maintenance	____

Function	Percent of Time
VII. Miscellaneous	____
VIII. Other	____
SUB TOTAL	____
GRAND TOTAL	====

Part I

Document Delivery

Percent of Time

4	3	2	1

I. Circulation . . . . . ○

A. Non-reserves . . . . . ▭
1. Preparing for day's operation (date stamps, supplies, etc.) . . . . . ▱
2. Checkout operations . . . . . ▱
3. Updating circulation file . . . . . ▱
4. Especial paging, cataloging in process, etc. . . . . ▱

B. Reserves (if separate from non-reserves) . . . . . ▭
1. Adding or removing from reserves (special, 1 day, 3 day, etc.) . . . ▱
2. Checkout operations . . . . . ▱
3. Updating reserve circulation file . . . . . ▱

C. Other (list on reverse) . . . . . ▭

II. Return of Circulated Document . . . . . ○

A. Non-reserves . . . . . ▭
1. Slipping McBee cards . . . . . ▱
2. Sorting books . . . . . ▱
3. Updating circulation file . . . . . ▱
a. Checking for fines . . . . . ▭
4. Reshelving. . . . . ▱

B. Reserve (if separate from II. A.) . . . . . ▭
1. Slipping McBee cards . . . . . ▱
2. Sorting books . . . . . ▱
3. Updating reserve circulation file . . . . . ▱
a. Checking for fines . . . . . ▭
4. Reshelving. . . . . ▱

C. In-Library Document Pickup (sorting and reshelving counted in II. A. and II. B.) . . . . . ▭

D. Other (list on reverse) . . . . . ▭

III. Overdue Operations . . . . . ○

A. Fines . . . . . ▭
1. Preparation for charges . . . . . ▱
2. Maintenance of fine records . . . . . ▱

(6)
Percent of Time

4	3	2	1

3. Collecting fines . . . . . ▱
4. Paid fine follow-up (holds, removing holds from records) . . . . . ▱

B. Lost Book Processing . . . . . ▭
1. Preparation for charges . . . . . ▱
2. Collecting money . . . . . ▱
3. Lost book follow-up (holds, removing holds from records) . . . . . ▱

C. Overdue Reminders . . . . . ▭
1. Record preparation . . . . . ▱
2. Typing, sorting, mailing . . . . . ▱
3. Updating circulation . . . . . ▱

D. Other (list on reverse) . . . . . ▭

IV. Inventory Control of Documents . . . . . ○

A. Lost and Missing Items, Record Preparation . . . . . ▭

B. Searching Lost and Missing Items . . . . . ▭

C. Updating Records . . . . . ▭

D. Withdrawal Operations . . . . . ▭

E. Reading Shelves . . . . . ▭

F. Selecting for Storage . . . . . ▭
1. Record preparation and maintenance . . . . . ▱

G. Other (list on reverse) . . . . . ▭

V. Storage Retrieval (Pontiac Bldg., vault, others) . . . . . ○

A. Form Preparation and Checking . . . . . ▭

B. Pickup and Delivery . . . . . ▭

C. Return Operations . . . . . ▭

D. Other (list on reverse) . . . . . ▭

VI. Interlibrary Loan Lending . . . . . ○

A. Accepting Requests . . . . . ▭
1. Telephone . . . . . ▱
2. Written . . . . . ▱

B. Processing Requests (sorting, locating, verification) . . . . . ▭

(7)

Percent of Time

4	3	2	1

C. Shelf Retrieval . . . . . ▭
   1. Paging . . . . . ▱
   2. Circulation record preparation . . . . . ▱
   3. Facsimile copying . . . . . ▱
   4. Packaging and mailing (both facsimile and original) . . . . . ▱

D. Record Maintenance and Statistics of I. L. L.) . . . . . ▭

E. Returning Documents to Divisions . . . . . ▭

F. Other (list on reverse) . . . . . ▭

VII. Interlibrary Loan Borrowing . . . . . ○

A. Accepting and Negotiating Requests . . . . . ▭

B. Verifying . . . . . ▭

C. Typing and Mailing Requests . . . . . ▭

D. Checking Receipt of Item and Preparing Circulation Record . . . . . ▭

E. Return of Original . . . . . ▭
   1. Record updating and statistics . . . . . ▱
   2. Packaging and mailing . . . . . ▱

F. Other (list on reverse) . . . . . ▭

VIII. Document Locating Service . . . . . ○

A. Circulation File Check . . . . . ▭

B. Location File Check . . . . . ▭

C. In-Process Check (bindery, catalog, etc.) . . . . . ▭

D. Other (list on reverse) . . . . . ▭

IX. Facsimile Copy (if Interlibrary Loan, see VI) . . . . . ○

A. Self-Service (coin-operated) . . . . . ▭
   1. Maintenance of machine . . . . . ▱
   2. Money collection and counting . . . . . ▱

B. Mediated Service . . . . . ▭
   1. Maintenance of machines . . . . . ▱
   2. Shelf retrieval . . . . . ▱
   3. Machine operations . . . . . ▱
   4. Cash collections . . . . . ▱
   5. Billing and statistics . . . . . ▱

(8)

Percent of Time

4	3	2	1

C. Returning Documents (for sorting and reshelving, see II. A. and II. B.) . . . . . ▭

D. Other (list on reverse) . . . . . ▭

X. Other . . . . . ○

Part 2

Citation Information and Answer Service

The following functions are to be evaluated by each staff member in relation to library users whether the request is received directly or by telephone from the user or through an intermediary, for example a reference librarian from one of the units. Requests received from library staff on library operations which may involve some of the following functions will be dealt with in other evaluation units.

	Percent of Time			
	4	3	2	1

I. Explaining Library Operations . . . . . ◯

A. Informing Hours Library Open . . . . . ▭

B. Explaining Location of Library Units, Materials or Facilities . . . . . ▭

C. Explaining Service Policies . . . . . ▭

D. Other (list on reverse) . . . . . ▭

II. Citation Services . . . . . ◯

A. Providing Holdings Information . . . . . ▭
   1. Checking public catalog . . . . . ▱
   2. Checking serials list . . . . . ▱
   3. Checking shelf list . . . . . ▱

B. Assisting or Providing Citation Verification . . . . . ▭
   1. Explaining, identifying or correcting citation for user to locate documents . . . . . ▱
   2. Verifying citations for bibliographies of papers (does not include Interlibrary Loan or for purchase of documents) . . . . . ▱
   3. Teaching or explaining the use of citation verification instruments (e.g., the public catalog, indexes, on an ad hoc basis to individuals) . . . . ▱
   4. Teaching use of citation verification instruments in groups, in the library or classroom . . . . . ▱

C. Assisting or Providing Searches for Citations (references to documents for individual users. Includes machine searches) . . . . . ▭
   1. Preparing bibliogrpahies . . . . . ▱
      a. Quick search for a sample list of references . . . . ▭
      b. Preparing exhaustive lists of references (e.g., everything published within a specified period, or in one or more languages) . . . ▭

	Percent of Time			
	4	3	2	1

c. Preparing critical lists of references (i.e., evaluating references for a representative sample, or "best" references) . . . . ☐

2. Teaching the use of subject retrieval from bibliographic instruments, public catalog, indexes, etc. . . . ▱
   a. An ad hoc basis to individual . . . . . ☐
   b. In groups in the library or the classroom . . . . . ☐

D. Other (list on reverse) . . . . . ⬭

III. Providing Alerting Services on a Regular Basis (but not necessarily on a scheduled basis) . . . . . ○

A. Preparation and Distribution of Acquisition Lists . . . . . ⬭
   1. Selecting . . . . . ▱
   2. Typing and mailing . . . . . ▱

B. Preparation and Distribution of Special Lists (subject, language) . . . . ⬭
   1. Selecting . . . . . ▱
   2. Typing and mailing . . . . . ▱

C. Distribution of Commercial Services (e.g., "Current Contents") . . . . . ⬭

D. Routing of Serials . . . . . ⬭

E. Notification of Arrival of New Books . . . . . ⬭

F. Other (list on reverse) . . . . . ⬭

IV. Answering and Information Service Or Referring to Possible Sources . . . . . ○

A. Providing Simple Fact Answers (i.e., answerable from lookup in a single standard reference work) . . ⬭

B. Providing Simple Summaries (i.e., collecting and synthesizing simple facts from multiple sources) . . . . . ⬭

C. Providing Complex Facts (i.e., where data from different sources are conflicting and it is necessary to compile, compare, and contrast to provide an answer) . . . . ⬭

D. Preparation of State-of-the-Art Reviews (distinct from a critical list of citations in that this service results in an "essay") . . . . ⬭

E. Other (list on reverse) . . . . . ⬭

V. Helping Users with Their Collections (individuals, groups, or other libraries) . . . . . ○

A. Act as a Consultant Only (i.e., respond to specific questions with possible technical alternatives) . . . ⬭

	Percent of Time			
	4	3	2	1
B. Assist Users with their Collections through Organizing and Carrying Out a Systematic Study				
C. Assist Users by Designing a Control System for their Collections				
D. Other (list on reverse)				
VI. Producing and Displaying Exhibits				
A. Designing and Arranging Exhibits				
B. Arranging for Use of Space and Supervising Displays or Exhibits by Individuals and Groups Outside the Library				
C. Other (list on reverse)				
VII. Assigning Work Space and Equipment for Users				
A. Assigning the Use of Carrels				
B. Assigning the Use of Especial Equipment				
C. Maintaining and Supervising Work Areas with Special Materials and Equipment (other than facsimile machines, e.g., typewriters, computer terminals)				
D. Other (list on reverse)				
VIII. Adjunct Services				
A. Providing Redactory Assistants				
B. Translating (does not include locating translations)				
C. Other (list on reverse)				
IX. Other				

Part 3

Purchase, Payment & Distribution of Materials

Percent of Time

4	3	2	1

I. Monograph

A. Selection Through
   1. LC proofs
   2. Approval plan
   3. Specialized bibliographies
   4. Recommendations
   5. Trade journals
   6. Publishers' catalogs

B. Bibliographic Searching
   1. Entry verification
   2. Holdings check

C. Request (to Acquisitions) (See also G)
   1. Request form preparation
   2. Request file maintenance

D. Acquisitions Preparation
   1. Bibliographic searching (in addition to B above)
   2. Purchase Order preparation
      a. Typing
      b. Sorting
      c. Revision
   3. Order file maintenance

E. Receiving Monographs
   1. Mail handling
   2. Checkin
      a. Outstanding file update
      b. Order verification
      c. Bibliographic check

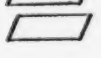
F. Payment Operations
   1. Invoice checking (items received, including standing orders)
   2. Budget control
      a. Reporting to Acquisitions
      b. Reporting to Accounting

G. Expenditure Control

H. Material Distribution
   1. Bibliographic recheck
   2. Sorting
   3. Delivery

Percent of Time

4	3	2	1

I. Claiming, Cancelling, Returning . . . . .
   1. Claiming operations . . . . .
   2. Cancelling orders . . . . .
   3. Return of items received . . . . . 

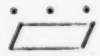
J. Other (list on reverse) . . . . .

II. Serials . . . . .

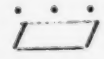
A. Selection Through . . . . .
   1. Trade journals . . . . .
   2. Specialized bibliographies . . . . .
   3. Recommendations . . . . .
   4. Index services . . . . .

B. Bibliographic Searching . . . . .
   1. Entry verification . . . . .
   2. Holdings check . . . . .

C. Request Processing (to Acquisitions) . . . . .
   1. Request form preparation . . . . .
   2. Request file maintenance . . . . .

D. Order Processing. . . . .
   1. Bibliographic check . . . . . 
   2. Order form preparation . . . . .
      a. Typing, sorting, revision . . . . .
      b. Order file maintenance . . . . .

E. Payment . . . . .
   1. File control . . . . .
      a. Outstanding file updating . . . . .
      b. Standing orders . . . . .
   2. Budget control . . . . .
      a. Acquisitions file . . . . .
      b. Accounting file . . . . .
      c. Division reporting . . . . .

F. Receipt . . . . .
   1. Checkin (1st time only) . . . . . 
      a. Outstanding file updating . . . . .
      b. Order verification . . . . .
      c. Bibliographic check . . . . .

G. Expenditure Control . . . . .

H. Renewing Subscriptions (Payment, See E) . . . . .
   1. Checking order files . . . . .
   2. Record preparation . . . . .

Percent of Time

4	3	2	1

I. Claiming, Cancelling, Returning & Special Ordering . . . . . (Payment, See E)
   1. Claiming orders . . . . .
   2. Cancelling orders . . . . .
   3. Order preparation for missing, damaged, or extra issues . . .

J. Other (list on reverse) . . . . .

III. Payment for Bindery Services . . . . .

A. Checking Invoices . . . . .

B. Budget Control Record Maintenance . . . . .

C. Other (list on reverse) . . . . .

IV. Gifts and Exchanges-In . . . . .

A. Selection . . . . .
   1. Interlibrary duplicate exchange list . . . . .
   2. Donations . . . . .

B. Receipt . . . . .
   1. Mail handling . . . . .
   2. Sorting . . . . .

C. Bibliographic Searching . . . . .
   1. Entry verification . . . . .
   2. Holdings check . . . . .

D. Material Distribution . . . . .
   1. Routing slip preparation . . . . .

E. Other (list on reverse). . . . .

V. Gifts and Exchanges-Out . . . . .

A. Selection . . . . .
   1. Exchange list preparation . . . . .
   2. Donations . . . . .

B. Handling the Materials . . . . .
   1. Sorting . . . . .
   2. Listing . . . . .
   3. Mailing . . . . .
   4. Packing . . . . .

C. Discard . . . . .

D. Other (list on reverse). . . . .

(15)

Percent of Time

4	3	2	1

VI. Supplies and Equipment . . . . . ○

A. Selection. . . . . ▭
1. Trade catalogs . . . . . ▱
2. Recommendations . . . . . ▱

B. Order or Request Processing . . . . . ▭
1. Order form preparation . . . . . ▱
2. Vendor search . . . . . ▱

C. Payment . . . . . ▭
1. Order form distribution . . . . . ▱
2. Receipt ledger . . . . . ▱

D. Receipt . . . . . ▭
1. Handling and inventory . . . . . ▱
2. Stock inventory list update . . . . . ▱

E. Material Distribution . . . . . ▭
1. Storage . . . . . ▱
2. User distribution . . . . . ▱

F. Expenditure Control . . . . . ▭

G. Other (list on reverse) . . . . . ▭

VII. Other . . . . . ○

Part 4

Bibliographic Control

The functional areas covered here are any aspect of preparing material owned for inventory control for W. S. U. or other institutions.

	Percent of Time			
	4	3	2	1
I. Preparation of Temporary Cataloging				○
A. Searching (if not accomplished during purchase process)			▭	
B. Typing			▭	
C. Sorting and Filing			▭	
D. Other (list on reverse)			▭	
II. Preparation of Catalog Copy with Bibliographic Information Available Including Different Editions and Analytics (LC, NLM, NST)				○
A. Searching (if not completed in I. A.)			▭	
B. Preparation and Amending Copy			▭	
1. Checking authority files, public catalog, classification schedules			▱	
2. Preparation of instructions for further processing			▱	
C. Revising Catalog Copy			▭	
D. Other (list on reverse)			▭	
III. Preparation of Catalog Copy without Bibliographic Information Available Including Different Editions and Analytics				○
A. Searching (if not completed in I. A.)			▭	
B. Facsimile Copy of Bibliographic Information (from NUC, NLM, NST)			▭	
C. Preparation of Catalog Copy			▭	
1. Checking bibliographies, public catalog, classification schedules...			▱	
2. Preparation of instructions for further processing			▱	
D. Revising Catalog Copy			▭	
E. Other (list on reverse)			▭	

	Percent of Time			
	4	3	2	1
IV. Adding Volumes and Copies				○
A. Withdrawing Cards			▭	
B. Amending Cards			▭	
C. Other (list on reverse)			▭	
V. Reclassifying (and recataloging)				○
A. Withdrawing Documents			▭	
B. Withdrawing Catalog Cards			▭	
C. Preparation of Cataloging Copy or Amending Copy			▭	
D. Other (list on reverse)			▭	
VI. Reproduction of Catalog Copy				○
A. Typing			▭	
B. Facsimile Copy			▭	
C. Separating and Sorting Copy			▭	
D. Other (list on reverse)			▭	
VII. Processing Catalog Copy				○
A. Matching (cards with instructions)			▭	
B. Typing			▭	
C. Revising			▭	
D. Sorting and Distribution			▭	
E. Other (list on reverse)			▭	
VIII. Revising and Matching Cards with Classified Materials				○
A. Sorting Materials			▭	
B. Sorting Cards			▭	
C. Matching Cards and Books			▭	
D. Revising			▭	
E. Other (list on reverse)			▭	

(18)

	Percent of Time			
	4	3	2	1
IX. Public Catalog Maintenance				○
A. Adding Cards (or temporary slips)			▭	
1. Prefiling		▱		
2. Filing		▱		
3. Revising		▱		
B. Entry and Subject Update			▭	
C. Card Replacement			▭	
D. Other (list on reverse)			▭	
X. Shelf List Maintenance				○
A. Facsimile Copy			▭	
B. Prefiling			▭	
C. Filing			▭	
D. Revision			▭	
E. Other (list on reverse)			▭	
XI. Withdrawing Materials				○
A. Identification and Selection			▭	
B. Card Withdrawals			▭	
C. Revising			▭	
D. Other (list on reverse)			▭	
XII. Classified Material Preparation (other than binding)				○
A. Pocket or Other Inside Label			▭	
1. Typing		▱		
2. Duplicating		▱		
3. Pasting		▱		
4. Revising		▱		
B. Labeling and Relabeling			▭	
1. Typing		▱		
2. Pasting		▱		
3. Revision		▱		
4. Distribution		▱		
C. Mending			▭	
D. Other (list on reverse)			▭	

(19)

	Percent of Time			
	4	3	2	1
XIII. Central Files				○
A. Subject Authority				▭
1. Prefiling and filing		▱		
2. Revision		▱		
B. Series Authority				▭
1. Prefiling and filing		▱		
2. Revision		▱		
C. Name Authority				▭
1. Prefiling and filing		▱		
2. Revision		▱		
D. Library of Congress Return File				▭
1. Prefiling and filing		▱		
2. Revision		▱		
E. Other (list on reverse)				▭
XIV. Bindery Preparation (classified and unclassified material)				○
A. Preparation of Material (i.e., collecting)				▭
B. Record Preparation				▭
C. Record Maintenance of Bindery Files				▭
D. Bindery Checkin				▭
E. Shelf List and Other Record Maintenance				▭
F. Payment (See Part 3, Section III)				▭
G. Other (list on reverse)				▭
XV. Serial Control (other than purchase process)				○
A. Issue Checkin				▭
B. Claiming				▭
C. Sorting and Distribution				▭
D. Record Maintenance (title change, dead titles,...(for Cataloging, See II and III))				▭
E. Other (list on reverse)				▭

(20)

Percent of Time

4	3	2	1

XVI. Union Catalog Reports (outside of W. S. U.) . . . . . ○

A. NUC (if not part of preparation of catalog copy) . . . . . ▭

B. NST (if not part of preparation of catalog copy) . . . . . ▭

C. Detroit Public Library . . . . . ▭

D. Other (list on reverse) . . . . . ▭

XVII. W. S. U. Union Catalog Maintenance . . . . . ○

A. Serials . . . . . ▭

1. Preparation of reports of changes . . . . . ▱

a. New titles . . . . . ▯

b. Title changes . . . . . ▯

c. Death of titles . . . . . ▯

d. Holdings change . . . . . ▯

e. Location change . . . . . ▯

2. Coding . . . . . ▱

3. Revision . . . . . ▱

4. Computing Center monitoring . . . . . ▱

B. Other Union Catalogs . . . . . ▭

1. Prefiling and filing . . . . . ▱

2. Revising . . . . . ▱

C. Other (list on reverse) . . . . . ▭

XVIII. Other . . . . . ○

Part 5

Training and Supervision

	Percent of Time			
	4	3	2	1
I. Supervising				○
A. Work Assigning			▭	
1. Planning (how work is to be done)		▱		
2. Scheduling staff assignments		▱		
3. Scheduling work flow		▱		
B. Monitoring Work Flow (not included in Parts 1-4)			▭	
C. Other (list on reverse)			▭	
II. Training				○
A. Document Delivery			▭	
1. Student trainees		▱		
2. Part-time hourly staff		▱		
3. Full-time support staff		▱		
4. Librarians		▱		
B. Citation and Answer Services			▭	
1. Student trainees		▱		
2. Part-time hourly staff		▱		
3. Full-time support staff		▱		
4. Librarians		▱		
C. Purchase, Payment and Distribution			▭	
1. Student trainees		▱		
2. Part-time hourly staff		▱		
3. Full-time support staff		▱		
4. Librarians		▱		
D. Bibliographic Control			▭	
1. Student trainees		▱		
2. Part-time hourly staff		▱		
3. Full-time support staff		▱		
4. Librarians		▱		
E. Administration			▭	
1. Student trainees		▱		
2. Part-time hourly staff		▱		
3. Full-time support staff		▱		
4. Librarians		▱		
F. Other (list on reverse)			▭	
III. Other				○

Part 6

Administration

Percent of Time

4	3	2	1

I. Budget . . . . . ○

A. Control (other than Part 3) . . . . . ▭
1. Book Fund control . . . . . ▱
2. Supplies and Equipment Fund control . . . . . ▱

B. Planning and Allocations . . . . . ▭
1. Planning (preparation of budget documents) . . . . . ▱
2. Allocations and adjustments . . . . . ▱

C. Other (list on reverse). . . . . ▭

II. Program Monitoring and Control . . . . . ○

A. Collecting Statistics . . . . . ▭
1. Circulation statistics . . . . . ▱
2. Acquisitions statistics . . . . . ▱
3. Catalog processing statistics . . . . . ▱
4. Citation and answer . . . . . ▱
5. Census . . . . . ▱

B. Writing Reports (annual, etc.) . . . . . ▭

C. Policy Revisions and Changes (Acquisitions, Loan Policies, Gifts, etc.) . . . . . ▭

D. Operation Manual Preparation . . . . . ▭

E. Other (list on reverse) . . . . . ▭

III. Program Development. . . . . ○

A. Planning (meetings, evaluations, etc.) . . . . . ▭

B. Surveys . . . . . ▭

C. System analysis . . . . . ▭

D. Space utilization . . . . . ▭

E. Preparing Working Papers or Proposals for Faculty or Other Groups' Consideration . . . . . ▭

F. Other (list on reverse) . . . . . ▭

	Percent of Time			
	4	3	2	1
IV. Personnel				○
A. Personnel Policies (job descriptions)			▭	
B. Hiring			▭	
C. Salary Schedules			▭	
D. Personnel Records (attendance, leaves, salaries, etc.)			▭	
E. Evaluation and Promotions			▭	
F. Personnel Problems and Counseling			▭	
G. Other (list on reverse)			▭	
V. Organization and Communication				○
A. Meetings			▭	
1. Scheduled staff meetings			▱	
2. Special committee meetings			▱	
3. Other (seminars, workshops, conventions, University committees, etc.)			▱	
B. Formal Communications (announcements, signs, staff memorandums, etc.)			▭	
C. File Maintenance of Communications			▭	
D. Telephone and Messenger Services			▭	
E. Other (list on reverse)			▭	
VI. Building and Collection Maintenance				○
A. Moving Equipment and Materials			▭	
B. Shifting Collections			▭	
C. Building and Equipment Repairs			▭	
D. Other (list on reverse)			▭	
VII. Miscellaneous				○
A. Reproduction of Staff Documents			▭	
B. Mail and Messenger Delivery			▭	
C. Faculty and Student Consultation			▭	

(24)

	Percent of Time			
	4	3	2	1
D. Room Scheduling			⬭	
E. Staff Amenities			⬭	
F. Security Control (includes Exit Controls)			⬭	
G. Other (list on reverse)			⬭	
VIII. Other				○